

The School District of Palm Beach County

Alexander W Dreyfoos Junior School Of The Arts



2015-16 School Improvement Plan

Alexander W Dreyfoos Junior School Of The Arts

501 S SAPODILLA AVE, West Palm Beach, FL 33401

www.awdsoa.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	22%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Alexander W. Dreyfoos School of the Arts will provide an outstanding arts-centered education, in concert with a strong academic program, for students with exceptional ability in communication arts, dance, music, theatre, or visual arts. The faculty and staff, in partnership with students, parents, and the community, will strive to meet the individual creative and academic needs of these students.

Provide the school's vision statement

We, at Alexander W. Dreyfoos School of the Arts share this vision that supports our mission.

- We have a unique population selected on the basis of artistic talent in communication arts, dance, digital media, music, theatre, or visual arts.
- The major function of our school is to provide our students with the tools necessary to pursue the arts at the college, conservatory, or professional level. The student's primary focus should be on the arts.
- Strong art and academic programs stimulate excellence in artistic and intellectual endeavors.
- All faculty, parents, and students see art as a common purpose at the School of the Arts.
- Each student's talent is enhanced by his/her success in all classes.
- The School of the Arts fosters a life of appreciation and support of the arts.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Through the integration of arts and academics our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Through the use of communication, visual and performing arts activities a Single School Culture is supported and builds relationships between students and teachers.

Each year a highlight of our performance schedule is the Multicultural Show. This performance for our students provides artistic acts of singing, theater, dance or musical pieces with instruments that portray various cultures and ethnic groups. On September 11, 2015, students and staff will attend artistic performances designed to educate about and remember the tragic day of September 11, 2001. All of our students and staff will attend both performances.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Dreyfoos School of the Arts has a system of support for all students built in to the framework of the school. Each Art Department functions much like a school within a school. The teachers frequently see their students multiple times each day and can identify if social-emotional support is needed by a particular student. The guidance counselors are aligned with specific art departments for all of the tenth grade, eleventh grade and twelfth grade students. Another guidance counselor is

assigned to the ninth grade students grade students to maintain focus on the transition of our new students.

The Dreyfoos School of the Arts community, staff and parents, create strategies that enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary). Through the use of college fairs, visitation of college representatives, guidance department presentations on college planning and financial aid workshops the school environment strongly supports our students needs.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Dreyfoos School of the Arts uses the standard secondary discipline program of the Palm Beach County School District This program has established protocols for teacher intervention of low level disciplinary issues in the classroom and administrative disciplinary consequences for higher level incidences The school district provides Universal Guidelines to all school administrators which serves as a catalyst for fair and consistent disciplinary consequences. In addition the school staff communicate with the parents whose students have received a disciplinary consequence. Prior to the return of the students the school administration reviews the discipline policy with the staff during a preschool meeting.

During the summer all administrators received training from the school district on changes or updates to the school district secondary discipline procedures specifically updates to the Universal Guidelines and behavior matrix.

The Dreyfoos School of the Arts has a School-wide Positive Behavior Support committee that reviews data and develops activities that foster positive interactions among our student populations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Dreyfoos School of the Arts uses a a number of strategies to ensure the social-emotional needs of all students are met. A mentoring program is in place that school staff mentor students, who demonstrate a need for adult guidance during the school day. The teaching staff in each art area are able to know their students early during the school year and serve as adult observers for student problems. If they see a behavior concern for a student they will notify the child's administrator and guidance counselor. At the appropriate time the teacher, guidance counselor and administrator meet and discuss the course of action or service needed by the child. Parents are included in planning the best course of action.

In addition the school has a school based team that meets regularly to discuss identified students to determine if counseling, academic or psychological testing or any other service is needed by the student for their success

The school maintains a relationship with outside agencies that provide various strategies to address the social-emotional needs of our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The AW Dreyfoos School of the Arts uses a Probation program as the framework for our Early Warning System. If a student falls below a 2.0 GPA or a 3.0 HPA in their art area courses at the end

of any semester they are considered in a probationary status.

Other indicators which are used as part of the early warning system are as follows:

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * Course failure in any required course for high school graduation
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	6	20	11	10	47
One or more suspensions	3	2	1	2	8
Course failure in ELA or Math	16	45	32	29	122
Level 1 on statewide assessment	5	6	2	0	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	5	12	4	8	29

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

To assist the students with two or more early warning indicators the Dreyfoos School of the Arts utilizes the following intervention strategies:

1. School-based Team is a committee of professionals that review the data on these students and provide recommendations to the family and teaching staff.
2. The school Administration and Guidance staff review the students warning indicators to provide a course schedule that has a positive impact.
3. Guidance counselors and the magnet coordinator schedule regular meetings with these students to review their current progress.
4. Guidance Counselors hold monthly informational workshops for parents called "Coffee Talks" with information presented about talks of great importance.
5. Students lacking their graduation credits are provided online credit recovery courses with teachers available to provide supplemental instruction during the school day as well as after the school day.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The Dreyfoos School of the Arts utilizes many methods and activities to facilitate parent involvement in many levels. The art departments hold art parent meetings on a monthly basis. The SAC has a number of parent members on the committee. The parents are able to attend a college night with their children to meet recruiters from over 100 colleges and universities and a college financial workshop is held to inform of financial requirements and opportunities. The school administration has established a Curriculum/Open House, a New Student Orientation and a Prospective New Student Program. Parents regularly provide a great deal of volunteer hours to the art departments for performances, field trips and other school based activities. The Guidance Department holds "Coffee Talks" for the parents to learn about important issues relating to college admissions and other important topics. Also each art area provides performances or exhibitions for parents to attend to see the artistic talents of the DSOA students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Alexander W. Dreyfoos School of the Arts works with the Dreyfoos School of the Arts Foundation, Inc., a 501 © (3) organization, established in 1993, to enhance the arts and academic programs. Funds raised by the Foundation provide for curriculum enhancements that cannot be funded through the School District. Dreyfoos is able to provide its advanced level of academics and unique artistic opportunities only by supplementing the school’s budget with private funds. These funds come from individuals, foundations and community business leaders who realize that financial investments should be made in public education. Some of the foundations and community businesses are: Surdna Foundation, Hearst Foundation and Cultural Council of Palm Beach County

The school actively looks for business partners throughout the community, who are able to provide services or materials that enhance the learning environment or increase academic achievement. The school participates in numerous reciprocal activities to demonstrate our appreciation. Those activities are as follows: Appreciation programs, recognition on art area event program and assistance with company events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Atherley, Susan	Principal
Barrett, Leo	Assistant Principal
Ferrera, Corey	Assistant Principal
Miller, George	Assistant Principal
Mounce, Georgia	Guidance Counselor
Marshall, Patrick	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

In terms of the MTSS each school administrator supervises a portion of the student population for attendance, discipline and progress in their academics and arts. The administrators use data from all available sources such as TERMS, EDW and state-wide academic assessments to determine the best strategies for students requiring greater attention and interventions. In terms of the SIP each administrator supervises the teaching staff of specific academic subject areas and that administrator determines if the teaching staff is implementing the SIP strategies in the classroom. All administrators will periodically conduct classroom observations of their teachers using the Marzano Effective Educators system to observe the core instruction delivered by the teachers.

The administrators meet with their teachers to discuss the classroom observations. The administrators have received extensive training with the Marzano teacher observation system including the skills of communicating with the teachers on the data derived from the observation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

TERMS Database for daily attendance, current class schedule, suspensions/expulsions, semester grades and historical student data

School Resource Officer referrals and reports

Climate surveys

Referrals to special education programs

Education Data Warehouse management database for academics and behavior Florida

Comprehensive Assessment Tests (Reading, Math, Science, Writing) Curriculum Assessments related to instructional materials

District Level Diagnostic Tests (Fall and Winter) Palm Beach Writes

Diagnostic Assessment of Reading (DAR)

Progress Monitoring and Reporting Network (PMRN) Comprehensive English Language Learning Assessment (CELLA)

Classroom observations

Teacher submitted Disciple Referrals

Our school integrates Single School Culture by following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and monitoring Schoolwide Positive Behavior Support, as well as Appreciation of Multicultural Diversity serve this school for violence prevention.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ronda Johnson	Teacher
Dr. Susan Atherley	Principal
Tiffany Green	Teacher
Susan Litwinka	Parent
John Litwinka	Parent
Bobby Munden	Parent
Melynda Melear	Parent
Patrick Marshall	Teacher
Stephanie Stoloff	Parent
Naomi Wagner	Education Support Employee
Stefani Kochanski	Business/Community
Rachelle Rubin	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the 2014-2015 school year the School Improvement Plan was on the School Advisory Council agenda for every meeting. Relevant matters such as instructional goals and strategies to meet the 2014-2015 School Improvement Plan goals were discussed through out the year. Recommendations made by the SAC stakeholders during the monthly meetings were evaluated for their potential impact by the leadership team with implementation of some of these recommendations.

Development of this school improvement plan

During the 2015-2016 school year the SAC will participate in the construction process of the School Improvement Plan and give approval upon its completion.

Preparation of the school's annual budget and plan

The spending of all School Improvement funds is brought to the SAC for its discussion, evaluation and approval by a vote before the funds are utilized. The SAC studies the proposal and its relationship to the School Improvement Plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

During the 2014-2015 school year the SAC approved funds for the school principal, Dr. Atherley, to attend professional development training. The knowledge and skills obtained in this training was instrumental in Dr. Atherley's efforts to guide her teachers to adopt to more rigorous instructional strategies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Atherley, Susan	Principal
Ferrera, Corey	Assistant Principal
Johnson, Ronda	Teacher, K-12
Ehrlich, Richard	Teacher, K-12
Perez, Kristen	Teacher, K-12
West, Thomas	Teacher, K-12
weber, angela	

Duties

Describe how the LLT promotes literacy within the school

The major initiatives are as follows:

1. Increase the performance of the Lowest 25% in ELA (English/Language Assessment).
2. Increase college readiness for all students
3. maintain graduation rate (at or near 100%)
4. Monitors the students and teachers needs for additional literacy materials

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The faculty of the Dreyfoos School of the Arts will be involved in a year long Professional Learning Community (PLC) project. This project will involve all instructional staff and administrative team members. The PLC has a focus of teaching strategies that increase rigor in daily instruction. Teachers will be involved in in-service activities that demonstrates how to increase student engagement during instructional activities and enhance the rigor of those learning activities. In addition the focus on collaborative planning among teachers to enhance rigor and student engagement will be a priority.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Dreyfoos School of the Arts utilizes the following strategies to retain highly qualified, certified -in-field, effective teachers: bimonthly professional development meetings, partnering new teachers with veteran teachers, rookie teachers participate in the Educator Support Program (ESP). The administration uses referrals from school district leaders to recruit highly qualified new educators.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers at Dreyfoos School of the Arts are participating in the Educator Support Program (ESP). This program requires each teacher to have a mentor from our staff. The mentors are selected on the basis of similar subject area, skills with working with a new teacher and have been trained as a Clinical Education certified teacher. The new teacher completes specific activities including 5 Florida Accomplished Educator Practices (FEAPs) under the guidance of the mentor.

Each of our academic and art departments work cooperatively to maintain the highest quality of instruction. The more experienced teachers provide advice and expertise to the younger teaching staff.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Alexander W. Dreyfoos School of the Arts teachers use multiple strategies to make sure the core instructional programs and materials are aligned to Florida standards. Teachers utilize Blender which provides lesson plans with specific instructional activities that are aligned by Palm Beach County School District curriculum specialists. Our instructional teachers attended course content specific workshops during pre-school in August 2015. Many of the academic subjects have received or will receive new textbooks that are specifically aligned to the Florida standards. Administrators conduct classroom observations of varying lengths to observe the teachers' instructional practices and to ensure that the content is aligned to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Palm Beach County School District has implemented a diagnostic testing program to evaluate students on the level of competency administered throughout the school year. Teachers and administrators review student skill level from the Fall and Winter diagnostic tests. These results are used to plan the classroom instruction including the differentiation of instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

Most of the Advanced Placement teachers hold tutoring sessions for their respective AP classes during after school hours or on weekends. During the school day a number of our teachers have tutoring sessions during lunch time to enrich their students understanding of the course content.

Strategy Rationale

Not all students reach full understanding of the course content in the regular time frame. The tutoring sessions are designed to provide additional time on task for those students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Barrett, Leo, leo.barrett@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Florida Assessments, End of Course Exams and Advanced Placement Score Summary for the 2015-2016 school year will be used to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

"New Student Orientation" for incoming new students. Implementing graduation credit checks that are for every grade level. Guidance department was reorganized to provide a dedicated ninth grade counselor. Grade level assemblies are tailored for each graduation cohort. Access to information about post-secondary education through College Fair, college visits, Florida College Tour, arts college tour and auditions.

Students unique academic needs are addressed by scheduling level 1 and 2 students into appropriate courses.

Advance Placement courses in both arts and academics prepare students for the rigor of college classes.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student meets with his/her Guidance Counselor each year to discuss post high school goals and course

scheduling at DSOA. The counselors make recommendations for each student's course schedule which

includes career goals and academic future. The school offers students elective courses in the arts.

Some examples are Acting, Stagecraft, Creative Writing, Film, Ballet, Dance Repertory, Photography, Painting, Music Theory, Orchestra and Band. Every year, after FCAT testing, students and parents

participate in a course selection process that exposes them to next year's curriculum to inform their course selection.

After the course selection process, parents review course selections at home with the students and sign their

approval. Then students meet one-on-one with a counselor to finalize what classes will be taken.

Parents are

encouraged to call the guidance counselor if they have any questions. Most critically the guidance counselors carefully review the students scholastic history to make sure they have the necessary requirements to graduate with their cohort group.

Faculty relationships with post-secondary institutions, facilitating interviews, letters of recommendations, and counseling.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Each student will meet with his/her Guidance Counselor during the 2015-2016 school year to discuss post

high school goals and course scheduling at DSOA. The counselors make recommendations for each student's

course schedule which include applied and/or integrated courses relevant to their future.

All electives at the Dreyfoos School of the Arts are in the following art area: Communication Arts, Dance,

Digital Media, Music, Theatre and Visual Arts. Many of these courses focus on skills which could be used in

the workplace or to gain entrance to college level art programs and conservatories. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and instructional activities

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students demonstrating a need for improvement based on CPT scores are assigned to a college readiness course in English and/or Math.

STEM collaborates with local research institutions to integrate career and technical education.

Master Teachers, who are experts in the field, mentor students in their particular discipline. The school's policy is requiring all students to be enrolled in at least two arts classes per year focusing on professional and career development.

Academic teachers incorporate the arts and real world experiences in their academic instruction to increase the school's effort to integrate career and technical education.

Career Prep Courses are offered to students in dance and theater.

Access to dual enrollment courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

SAT prep courses taking place within academic classes.

Individual review sessions for AP and EOC exams.

One-on-one conferences between guidance counselors and grade level students in the Spring of each year to establish course selection sheets for the upcoming school year.

Utilizing PERT (Post-secondary Education Readiness Test) courses in math and English are offered for students demonstrating a weakness in that academic discipline.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will show an increase in their Learning Gains as measured in the Algebra One and Geometry EOC.
- G2.** If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will demonstrate an increase in reading learning gains.
- G3.** If we provide after-school and weekend hours for Advanced Placement tutoring and support our students in AP courses will demonstrate an overall increased percentage of AP tests passed.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will show an increase in their Learning Gains as measured in the Algebra One and Geometry EOC. 1a

G074944

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	86.0

Resources Available to Support the Goal 2

- Blender curriculum
- District provided instructional materials
- Certified teachers in Math
- Florida state standards for each math course

Targeted Barriers to Achieving the Goal 3

- Students and teachers lack familiarity with expectations of the new math assessments.

Plan to Monitor Progress Toward G1. 8

Review diagnostic data throughout the year

Person Responsible

Susan Atherley

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Diagnostic data from the new PBCSD student data site.

Plan to Monitor Progress Toward G1. 8

Teacher instructional data from observations and walk throughs

Person Responsible

Susan Atherley

Schedule

Monthly, from 9/11/2015 to 6/2/2016

Evidence of Completion

Test scores of SWD, observation data

G2. If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will demonstrate an increase in reading learning gains. 1a

G074945

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	82.0

Resources Available to Support the Goal 2

- Certified teachers in English and or Reading
- District provided instructional materials
- Blender curriculum
- An extra class for 9th grade students in their art area which utilizes reading strategies
- Media Center staff are supportive of the teachers working on this goal.

Targeted Barriers to Achieving the Goal 3

- Students and teachers lack familiarity with expectations of the new assessments.

Plan to Monitor Progress Toward G2. 8

Review diagnostic data throughout the year

Person Responsible

Susan Atherley

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

District data platform maintained by teachers and administrators.

Plan to Monitor Progress Toward G2. 8

Teacher instructional data from observations and walk-throughs

Person Responsible

Susan Atherley

Schedule

Monthly, from 9/11/2015 to 6/2/2016

Evidence of Completion

Test scores of SWD, observation data

G3. If we provide after-school and weekend hours for Advanced Placement tutoring and support our students in AP courses will demonstrate an overall increased percentage of AP tests passed. 1a

G074946

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	73.0

Resources Available to Support the Goal 2

- School district provided instructional materials
- Advanced Placement holds summer workshops for AP teachers in their specific subject.

Targeted Barriers to Achieving the Goal 3

- Course content for AP classes is extensive.

Plan to Monitor Progress Toward G3. 8

Advanced Placement Scores

Person Responsible

Leo Barrett

Schedule

On 7/29/2016

Evidence of Completion

AP test results

Plan to Monitor Progress Toward G3. 8

Teacher instructional data from observations and walk-throughs

Person Responsible

Susan Atherley

Schedule

Weekly, from 9/11/2015 to 6/2/2016

Evidence of Completion

Test scores of SWD, observation data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will show an increase in their Learning Gains as measured in the Algebra One and Geometry EOC. **1**

 G074944

G1.B1 Students and teachers lack familiarity with expectations of the new math assessments. **2**

 B195741

G1.B1.S3 All instructional staff will participate in professional learning communities (PLC). **4**

 S207435

Strategy Rationale

To enhance instruction and increase rigor in the classroom.

Action Step 1 **5**

The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.

Person Responsible

Susan Atherley

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Formative assessments and sharing of collaborative materials

Action Step 2 5

Instructional staff will receive job-embedded professional development on strategies for effective inclusion

Person Responsible

Susan Atherley

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Evidence of Completion

Agenda, Sign in Sheets, Schedule of Professional Development Opportunities, Monitored by Classroom Walkthroughs, Monitoring for use of implementation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Participation in PLC discussions and teacher collaboration

Person Responsible

Susan Atherley

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administrative oversight of the PLC meetings and informal and formal observations. Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Professional development on SWD inclusive instructional practices

Person Responsible

Susan Atherley

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Evidence of Completion

Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher Survey

Person Responsible

Susan Atherley

Schedule

Annually, from 8/11/2015 to 6/2/2016

Evidence of Completion

Formative assessments and sharing of collaborative materials Agendas from Professional Development

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom walk-throughs, teacher observations

Person Responsible

Susan Atherley

Schedule

Weekly, from 9/11/2015 to 6/2/2016


Evidence of Completion

Student test scores, formative assessments, observation data

G2. If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will demonstrate an increase in reading learning gains. **1**

 G074945

G2.B6 Students and teachers lack familiarity with expectations of the new assessments. **2**

 B195749

G2.B6.S3 All instructional staff will participate in professional learning communities (PLC). **4**

 S207443

Strategy Rationale

To enhance instruction and increase rigor in the classroom.

Action Step 1 **5**

The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.

Person Responsible

Susan Atherley

Schedule

Weekly, from 8/11/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets, agendas, data analysis reports, formative assessments and lesson plans

Action Step 2 **5**

Instructional staff will receive job-embedded professional development on strategies for effective inclusion

Person Responsible

Susan Atherley

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Evidence of Completion

Agenda, Sign in Sheets, Schedule of Professional Development Opportunities, Monitored by Classroom Walkthroughs, Monitoring for use of implementation

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Participation in PLC discussions and teacher collaboration

Person Responsible

Susan Atherley

Schedule

Weekly, from 8/11/2015 to 6/2/2016

Evidence of Completion

Administrative oversight of the PLC meetings and informal and formal observations.

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Professional development on SWD inclusive instructional practices

Person Responsible

Susan Atherley

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Evidence of Completion

Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

Teacher Survey

Person Responsible

Susan Atherley

Schedule

Annually, from 8/11/2015 to 6/2/2016

Evidence of Completion

The results of the survey.

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

Classroom walk-throughs, teacher observations

Person Responsible

Susan Atherley

Schedule

Weekly, from 9/11/2015 to 6/2/2016


Evidence of Completion

Student test scores, formative assessments, observation data

G3. If we provide after-school and weekend hours for Advanced Placement tutoring and support our students in AP courses will demonstrate an overall increased percentage of AP tests passed. 1

 G074946

G3.B2 Course content for AP classes is extensive. 2

 B195751

G3.B2.S1 Hold afterschool and weekend tutoring sessions for the AP classes. 4

 S207445

Strategy Rationale

The additional time for course instruction outside of school hours is critical.

Action Step 1 5

Advanced Placement teachers will provide additional learning opportunities outside of school hours.

Person Responsible

Leo Barrett

Schedule

Weekly, from 2/1/2016 to 5/13/2016

Evidence of Completion

Hardcopy of the tutoring schedule

Action Step 2 5

Instructional staff will receive job-embedded professional development on strategies for effective inclusion

Person Responsible

Susan Atherley

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Evidence of Completion

Agenda, Sign in Sheets, Schedule of Professional Development Opportunities, Monitored by Classroom Walkthroughs, Monitoring for use of implementation

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Maintain the hardcopy of the AP tutoring Schedule

Person Responsible

Leo Barrett

Schedule

Weekly, from 2/1/2016 to 5/16/2016

Evidence of Completion

The hardcopy of the master tutoring schedule.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Professional development on SWD inclusive practices

Person Responsible

Susan Atherley

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Evidence of Completion

Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Evaluate the final results of all Advanced Placement tests.

Person Responsible

Leo Barrett

Schedule

On 7/29/2016

Evidence of Completion

Final AP test results from College Board.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom walk-throughs, teacher observations

Person Responsible

Susan Atherley

Schedule

Weekly, from 9/11/2015 to 6/2/2016

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.	Atherley, Susan	8/17/2015	Formative assessments and sharing of collaborative materials	6/2/2016 weekly
G2.B6.S3.A1	The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.	Atherley, Susan	8/11/2015	Sign-in sheets, agendas, data analysis reports, formative assessments and lesson plans	6/2/2016 weekly
G3.B2.S1.A1	Advanced Placement teachers will provide additional learning opportunities outside of school hours.	Barrett, Leo	2/1/2016	Hardcopy of the tutoring schedule	5/13/2016 weekly
G1.B1.S3.A2	Instructional staff will receive job-embedded professional development on strategies for effective inclusion	Atherley, Susan	9/11/2015	Agenda, Sign in Sheets, Schedule of Professional Development Opportunities, Monitored by Classroom Walkthroughs, Monitoring for use of implementation	6/2/2016 semiannually
G2.B6.S3.A2	Instructional staff will receive job-embedded professional development on strategies for effective inclusion	Atherley, Susan	9/11/2015	Agenda, Sign in Sheets, Schedule of Professional Development Opportunities, Monitored by Classroom Walkthroughs, Monitoring for use of implementation	6/2/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A2	Instructional staff will receive job-embedded professional development on strategies for effective inclusion	Atherley, Susan	9/11/2015	Agenda, Sign in Sheets, Schedule of Professional Development Opportunities, Monitored by Classroom Walkthroughs, Monitoring for use of implementation	6/2/2016 semiannually
G1.MA1	Review diagnostic data throughout the year	Atherley, Susan	8/17/2015	Diagnostic data from the new PBCSD student data site.	6/2/2016 weekly
G1.MA2	Teacher instructional data from observations and walk throughs	Atherley, Susan	9/11/2015	Test scores of SWD, observation data	6/2/2016 monthly
G1.B1.S3.MA1	Teacher Survey	Atherley, Susan	8/11/2015	Formative assessments and sharing of collaborative materials Agendas from Professional Development	6/2/2016 annually
G1.B1.S3.MA4	Classroom walk-throughs, teacher observations	Atherley, Susan	9/11/2015	Student test scores, formative assessments, observation data	6/2/2016 weekly
G1.B1.S3.MA1	Participation in PLC discussions and teacher collaboration	Atherley, Susan	8/17/2015	Administrative oversight of the PLC meetings and informal and formal observations. Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs.	6/2/2016 weekly
G1.B1.S3.MA3	Professional development on SWD inclusive instructional practices	Atherley, Susan	9/11/2015	Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs.	6/2/2016 semiannually
G2.MA1	Review diagnostic data throughout the year	Atherley, Susan	8/17/2015	District data platform maintained by teachers and administrators.	6/2/2016 weekly
G2.MA2	Teacher instructional data from observations and walk-throughs	Atherley, Susan	9/11/2015	Test scores of SWD, observation data	6/2/2016 monthly
G2.B6.S3.MA1	Teacher Survey	Atherley, Susan	8/11/2015	The results of the survey.	6/2/2016 annually
G2.B6.S3.MA4	Classroom walk-throughs, teacher observations	Atherley, Susan	9/11/2015	Student test scores, formative assessments, observation data	6/2/2016 weekly
G2.B6.S3.MA1	Participation in PLC discussions and teacher collaboration	Atherley, Susan	8/11/2015	Administrative oversight of the PLC meetings and informal and formal observations.	6/2/2016 weekly
G2.B6.S3.MA3	Professional development on SWD inclusive instructional practices	Atherley, Susan	9/11/2015	Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs.	6/2/2016 semiannually
G3.MA1	Advanced Placement Scores	Barrett, Leo	6/13/2016	AP test results	7/29/2016 one-time
G3.MA2	Teacher instructional data from observations and walk-throughs	Atherley, Susan	9/11/2015	Test scores of SWD, observation data	6/2/2016 weekly
G3.B2.S1.MA1	Evaluate the final results of all Advanced Placement tests.	Barrett, Leo	6/1/2016	Final AP test results from College Board.	7/29/2016 one-time
G3.B2.S1.MA4	Classroom walk-throughs, teacher observations	Atherley, Susan	9/11/2015		6/2/2016 weekly
G3.B2.S1.MA1	Maintain the hardcopy of the AP tutoring Schedule	Barrett, Leo	2/1/2016	The hardcopy of the master tutoring schedule.	5/16/2016 weekly
G3.B2.S1.MA3	Professional development on SWD inclusive practices	Atherley, Susan	9/11/2015	Agendas, Schedule of Professional Development, Monitoring of implementation through classroom walkthroughs	6/2/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will show an increase in their Learning Gains as measured in the Algebra One and Geometry EOC.

G1.B1 Students and teachers lack familiarity with expectations of the new math assessments.

G1.B1.S3 All instructional staff will participate in professional learning communities (PLC).

PD Opportunity 1

The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.

Facilitator

Dr. Susan Atherley

Participants

Instructional staff

Schedule

Weekly, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Instructional staff will receive job-embedded professional development on strategies for effective inclusion

Facilitator

ESE District Resources

Participants

Instructional Staff

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

G2. If we provide professional development to our teachers and implement Professional Learning Communities (PLC) concerning teaching strategies to increase instructional rigor our Lowest 25% will demonstrate an increase in reading learning gains.

G2.B6 Students and teachers lack familiarity with expectations of the new assessments.

G2.B6.S3 All instructional staff will participate in professional learning communities (PLC).

PD Opportunity 1

The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.

Facilitator

Dr. Susan Atherley and Learning Science International (LSI)

Participants

Dreyfoos Instructional Staff

Schedule

Weekly, from 8/11/2015 to 6/2/2016

PD Opportunity 2

Instructional staff will receive job-embedded professional development on strategies for effective inclusion

Facilitator

ESE District Resources

Participants

Instructional Staff

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

G3. If we provide after-school and weekend hours for Advanced Placement tutoring and support our students in AP courses will demonstrate an overall increased percentage of AP tests passed.

G3.B2 Course content for AP classes is extensive.

G3.B2.S1 Hold afterschool and weekend tutoring sessions for the AP classes.

PD Opportunity 1

Instructional staff will receive job-embedded professional development on strategies for effective inclusion

Facilitator

ESE District Resources

Participants

Instructional Staff

Schedule

Semiannually, from 9/11/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S3.A1	The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$3,000.00
2	G1.B1.S3.A2	Instructional staff will receive job-embedded professional development on strategies for effective inclusion				\$0.00
3	G2.B6.S3.A1	The Dreyfoos School of the Arts instructional staff will participate Professional Learning Communities.				\$0.00
4	G2.B6.S3.A2	Instructional staff will receive job-embedded professional development on strategies for effective inclusion				\$0.00
5	G3.B2.S1.A1	Advanced Placement teachers will provide additional learning opportunities outside of school hours.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$3,500.00
			<i>Notes: Will be presented to the SAC.</i>			
6	G3.B2.S1.A2	Instructional staff will receive job-embedded professional development on strategies for effective inclusion				\$0.00
Total:						\$6,500.00